

DIRECTOR'S OFFICE EXECUTIVE ASSISTANT ROLE

Role Summary

The Director's Office Assistant Role consists of one grade level (11). Incumbent works closely with the TPR division administrator and performs professional level work in support of a wide variety of activities within the Tax Policy and Research (TPR) Bureau as well as the Director's Office. Primary contacts are with the director, division administrator, tax policy research staff, department management, taxpayers' representatives, accounting and legal staff, tax advisors, federal and state agency representatives, Office of Budget and Program Planning, legislators, legislative staff, business and professional organizations, local government representatives, and other internal/external customers.

Working Conditions

Work often involves stressful situations due to work deadlines and volume. Extensive computer and keyboard use. Because the majority of work involves the legislative process and/or the implementation of approved tax policies, the position may require working overtime during legislative sessions.

Education and Experience

- Grade 11: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to graduation from high school with coursework in office procedures/business practices and three years of administrative work experience including experience preparing, proofing, and editing a variety of forms, reports, and other documents of a highly technical nature. Other combinations of education and experience will be evaluated on an individual basis.

Department of Revenue

In addition to the role specific competencies, there are four, department core competencies that all employees are expected to successfully achieve. These are:

- *Interpersonal Skills:* Builds constructive and effective relationships with internal and external customers and is committed to meeting customer needs in a timely and accurate manner. Listens actively and attentively and demonstrates an appreciation of other perspectives. Builds the appropriate rapport required to do business. Openly demonstrates an understanding of and respect for the value of co-workers' contributions to the department mission.
- *Decision-Making and Accountability:* Considers the department's vision, mission, and values in making decisions and taking actions. Identifies and considers possible alternatives before making decisions. Bases decisions on achieving desired outcomes pursuant to the departmental business plan or management direction. Uses a combination of analysis, experience, and sound judgment that results in fairness and consistency, while being accountable for actions. When serious ethical issues are at stake, takes all necessary actions.
- *Commitment to Continuous Improvement:* Ability and willingness to continually seek greater efficiency in agency programs, is results driven, and meets changing requirements in work or

direction. Adapts to changing conditions and work responsibilities. Accepts constructive criticism and suggestions and uses them to improve performance.

- *Personal and Work Ethics:* Creates own measures of excellence, and practices what he/she promotes. Sets goals that provide challenges and measures goal attainment regularly. Displays a contagious optimism about the work to be done. Goes beyond traditional ways to address issues despite obstacles or resistance. Is able to generate ideas, fresh perspectives, and original approaches and engages in open-minded thinking. Employs strategies to promote ideas and proposals to increase probability of acceptance. Mentors others to improve the performance necessary to achieve success. Reflects a belief that the results achieved are a direct result of his/her personal decisions and actions.

Grade Levels

Each grade level lists the essential duties that describe work performed 50 percent or more of the time (predominant work). Established work plans identify day-to-day tasks.

Grade 11

Predominant/Essential Duties

- Provide a variety of support services for TPR.
- Prepare routine and customized spreadsheets.
- Provide executive level support for meetings and assigned committees.
 - Act as liaison to committee or task force members.
 - Prepare for meetings (pre and post meeting preparation, travel arrangements, disseminating material, scheduling, etc.), and maintain committee and related task force documentation.
 - Proof and edit reports for staff approval.
 - Prepare minutes of assigned committee meetings for public review.
- Develop and maintain the TPR records management system, including managing the TPR library.
- Develop and maintain Director's Office tribal files.
- Prepare customized responses to information requests for appropriate content, language, and format for division administrator and Director's signature.
- Draft responses by gathering and compiling suggestions from staff, editing, and polishing rough drafts prepared by other TPR staff and Director's Office Management Officer.
- Type letters, forms, and memos.
- Compose routine and customized correspondence as assigned.
- Proofread, edit, and finalize documents using established department guidelines.
- Assist in the preparation a variety of major departmental reports, such as the Biennial Report administered by the Department of Revenue.
- As required for the legislative session, maintain associated paper and electronic records.
- Manage special projects as assigned.

Competencies and Degrees of Proficiency

The Competency/Proficiency Chart identifies the role specific competencies, degrees of proficiency, and guidance required for each grade level. Role specific competencies describe the knowledge, skills, and abilities required to perform the essential duties. The degrees of proficiency indicate the difficulty and/or complexity level of the tasks and assignments.

Competency/Proficiency Chart – Director’s Office Executive Assistant Role

Competencies	Grade 11 Minimal Guidance
Demonstrated ability to think creatively and recommend innovative solutions.	B
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion.	B
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	C
Demonstrated knowledge and ability in organization techniques relative to the role.	C
Demonstrated knowledge of department business processes and ability to apply that knowledge effectively.	B
Demonstrated knowledge of the legislative process.	C
Demonstrated research skill relative to the role.	B
Demonstrated analytical skills relative to the role.	B
Demonstrated ability to extract and work effectively with information from various state and database resources.	B
Demonstrated knowledge and skill of word processing, spreadsheet, database, desktop publishing, and software applications/programs relative to the role.	C
Demonstrated skill and ability to maintain office equipment and resources.	A
Demonstrated skill and ability to work on multiple tasks.	C
Demonstrated knowledge and ability in conflict resolution techniques relative to the role.	A
Demonstrated knowledge of individual tax types and their relationships within the organization.	B
Demonstrated knowledge and effective application of federal/state statutes, administrative rules, and state policies and procedures relative to the role.	B

Degree of Proficiency

A: A degree of knowledge, skill, or ability commensurate with elementary-level tasks and assignments.

B: A degree of knowledge, skill, or ability commensurate with intermediate-level tasks and assignments.

C: A degree of knowledge, skill, or ability commensurate with advanced-level tasks and assignments.

D: An advanced degree of knowledge, skill, or ability commensurate with considerable experience and the application of the competency to non-standard tasks and assignments.

E: The most advanced degree of knowledge, skill, or ability, evidencing complete mastery and understanding of the subject.